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NEW BOOKS.

Live and Learn. By WASHINGTON GLADDEN. New York: The Macmillan Company. Pp. 159. \$1.00 net.

We have here a collection of addresses directed for the most part to the young, but which have a large value for parents and teachers. The author's endeavor is to show that by learning how to see, how to hear, how to speak, how to think, how to give, how to serve, how to win and how to wait, the individual may make most of their opportunities and best develop their characters. The rich experience and ripe judgment of the author are well known and these addresses will be highly appreciated for their strength.

What Can I Know? By GEORGE TRUMBULL LADD. New York: Longmans, Green and Co. Pp. 311.

This title at once challenges our attention and we hasten to find an easy answer to the question and discover in the end how difficult it is. In twelve chapters whose headings are: Meaning of the question; What is it to know?; On thinking one's way through a subject; On being sure of what we know; Degrees and limits of knowledge; Agnostics and people of common-sense; Knowledge and reality; What is the use of knowing?; The value of the man who knows; Can a man know God?; there is much of interest to teachers and perhaps especially to teachers of mathematics who are apt to feel the certainty of some things that we are not so sure about.

Inductive versus Deductive Methods of Teaching. By W. H. WINCH. Baltimore: Warwick and York. Pp. 146. \$1.25.

This is number eleven of the *Educational Psychology Monographs* and should prove of great interest to every teacher of mathematics and especially to those of geometry. In five different schools of London, attended by children of different social classes, a series of experiments were made to test the relative values of inductive and deductive methods of teaching as applied to geometrical definitions. It was found that in three of the schools tested those taught deductively could reproduce precisely what they had been taught better than those taught inductively. In the other two the results were about even. In testing to find out which of the two methods gave the better results when the children were tested on *new material* it was shown that in all five schools those taught inductively did better work. This would seem to be a strong argument in favor of the syllabus method of teaching geometry.